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Service Children's Progression



*Welcome to the Thriving Lives toolkit webinar series
Session 4: Parents are Engaged (Survey Tool Focus)*

- All delegates are muted
- Please introduce yourself in the chat
- If you have a toolkit account, please log in

March 25

<https://www.scipalliance.org/thriving-lives-toolkit>

TODAY'S SESSION

Dr Mariam Khokar - Headteacher, Alexander
First School

Peter Rose - Survey Tool Consultant

Parental Engagement

Equitable provision for all using case-based research

Dr Mariam Khokar- m.khokar@alexanderfirst.co.uk



ALEXANDER
FIRST
SCHOOL



School Context

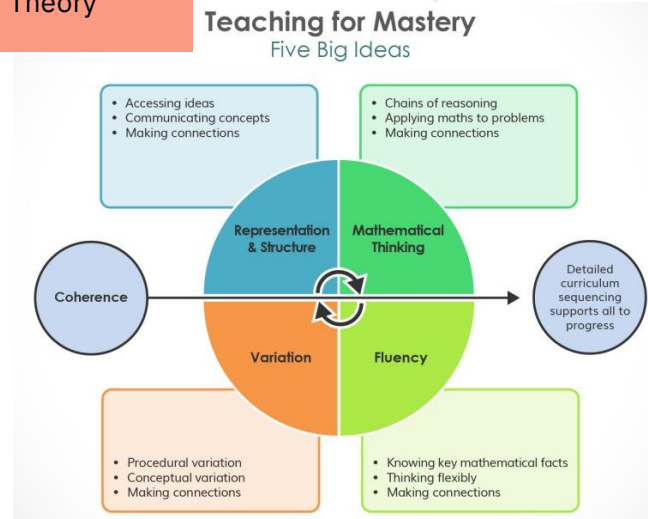
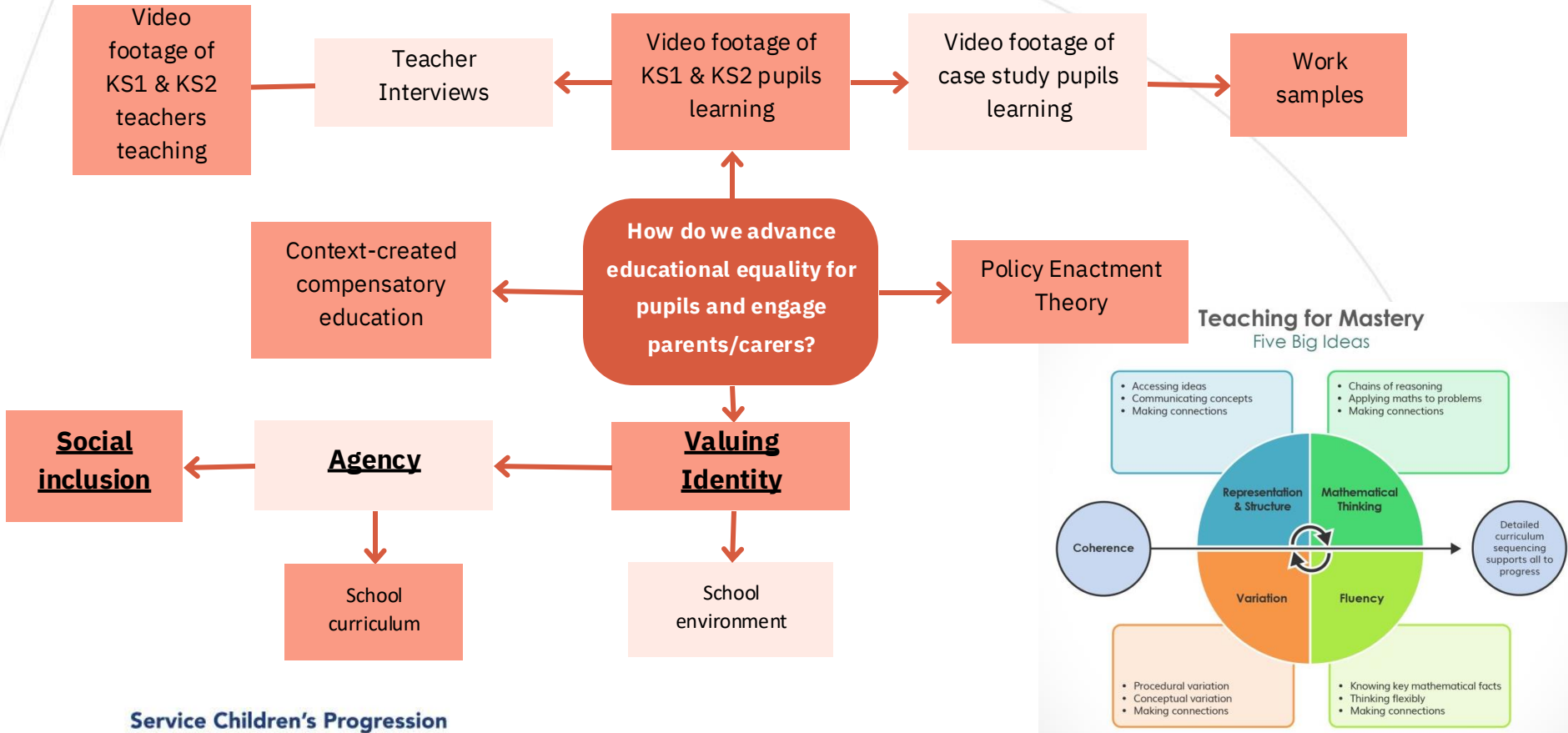


Characteristics of Alexander First School

- Local Authority school located on an MoD housing estate
- 70%-75 Service pupil
- 1/3 EAL
- Few EHCPs versus actual SEND needs (1 Service EHCP arrival since 2016)
- 2 year promotion cycle (3 children in Y4 have attended since Reception)
- Global pupil population (disparity in systems)
- High turnover of staff (particularly TAs)

How do we advance educational equality for pupils and engage parents/carers?

Case Based Research



Key Findings



TRAUMA, ATTENTION & EXECUTIVE FUNCTIONING AT ALEXANDER FIRST SCHOOL

As with other biological processes (for example, the development of language), children often develop their executive functioning (EF) capacities at different rates.

ATTENTION PROCESSES INVOLVE SWITCHING TO A SMALL AMOUNT OF INCOMING INFORMATION & HOLDING IT READY

Pupils' cortical processing needs to be supported

- in listening to information
- selecting information
- maintaining focus on information

BEHAVIOURAL STATES AND CEREBRAL STRUCTURES - ATTENTION IS A MULTITASKED

CONCEPT-BUILDING NEEDS BEHAVIOURAL STATES AND CEREBRAL STRUCTURES

The human brain acts as a conductor of a symphony, guiding separate sections of an orchestra to produce an integrated performance. Pupils need to be supported

- in connecting old and new knowledge
- recognising where skills and experiences connect

PROCESSING SPEED - COGNITIVE PROCESSING SPEED IS A RESULT OF AN INDIVIDUAL'S NEURAL NETWORK EFFICIENCY TO MANIPULATE AND HOLD RELEVANT INFORMATION

Cognitive processing requires both speed and coordination. Pupils need to be supported

- through planning templates
- tasks to organise information
- motor control tasks/activities

The brains of younger children retain a high level of plasticity, meaning that the neural connections can still be altered. Children who enter Early Years with delayed development of EF maintain the capacity for continued neural development and enhanced cognitive learning. The question is, who will provide the social and emotional support the child needs?

1

Social Inclusion

- Belonging
- 'This is my place' mentality
- Civility Saves Lives theory

2

Agency

- A sense of control in decisions
- Actions that actually make difference
- Acting responsibly effects change

3

Valuing Identity

- Identity-Centered Learning (ICL)
- Self-reflecting learning environments
- High expectations

Social Inclusion

Actions taken

- Toast and Talk start to the day
- Troopers Community Equestrian Centre
- Wilderness Explorer programme based on Army Integrity Values and Standards
- Mystery Reader
- Chickens, guinea pigs, fish



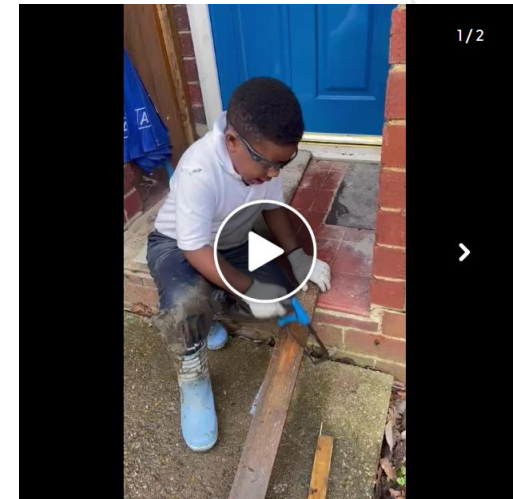
Alexander Bush Craft Curriculum						
<p>The Alexander Bush craft curriculum has been designed around the Army's officer training and has been divided into four sections shelter, fire and foraging, first aid and navigation. Pupils will gain the knowledge of the woodland area and the importance of staying safe, sheltered, fed and the need to navigate their way around their given boundary. Through this bespoke curriculum the children will gain invaluable character-building skills, such as leadership, decision making, communication, determination and how to manage conflict. For each module, the children will work towards their badge in shelter building, fire and foraging, first aid and navigation. During each module and will be awarded badge.</p>						
<p>Module 1 - Shelter Building</p>						
Skills Progression Shelter building						
Reception	Y1	Y2	Y3	Y4	Y5	
<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduce to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge - working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate</p>

<p>4. Meet and greet the two ponies.</p> <p>Grooming and leading. Learning how to present food with a flat hand.</p> <p>Looking at teeth.</p>	<ul style="list-style-type: none"> • apples • carrots • grass • polo mints • teeth • velvet nose • snorting • blowing • neigh 	<p>Caring for a horse as a Cavalryman</p> <p>Cavalry horses needed extra attention and care for them to perform their duties as required. A cavalry soldier had a responsibility to take care of their horse especially when in the field. He was more of a horse-doctor than a soldier because they believed horses would suffer worse than the soldiers. Discuss the following (use prompt sheet)</p> <ul style="list-style-type: none"> - Feeding the Horses - Exercising - Grooming - Stable Cleaning - Health <p>https://www.youtube.com/watch?v=XwtdAopXd7Q - bobbing for apples with Trooper Richards</p> <p>Focus discussions on characteristics of caring for others and impact of our actions on others.</p>		<p>Prosocial behaviour</p> <p>Hyperactivity</p> <p>Inattention</p>	<p>Internalisation of controls</p> <p>Unsupported development</p>
<p>5. Meet and greet - grooming, leading using the skills learnt.</p> <p>Measuring the pony, using our hands.</p> <p>Learning the difference between a horse and a pony</p>	<ul style="list-style-type: none"> • measuring • height • hands • horse • pony • big • small • size 	<p>Military horses go on holidays!</p> <p>Just like the soldiers, the horses need a well-deserved break from their ceremonial duties. The horses have been on parade for some of this year's most high-profile events including Her Majesty the Queen's Jubilee and the rest is beneficial on both a physical and mental level.</p> <p>Some 120 horses from the Household Cavalry Mounted Regiment (HCMR) spend six weeks at the Defence Animal Training Regiment (DATR) where they are able to gallop and frolic from morning to night. An essential support team including veterinary officers, vet technicians and farriers will ensure the horses have the best care and treatment wherever they are. Whilst the farriers look after the horses' feet, the Regimental Veterinary Officer and supporting Veterinary Officer are responsible for all health issues, everything from vaccinations to teeth.</p> <p>Focus discussions on how we know when someone or the horse is relaxed, tense etc social cues, body language).</p>		<p>Peer Problems</p> <p>Emotional symptoms</p>	<p>Organisation of experience</p> <p>Internalisation of controls</p>

Agency

Actions taken

- Career opportunities
- Currency of education
- Online parents evening
- Childcare opportunities
- Collaborative learning-SPLAT
- Therapeutic opportunities



Making a dog gate for the bungalow x

Valuing Identity

Actions taken

- Creating a safe and patient learning environment- lamps, slippers, plants
- Ready, Steady, Go Intervention
- Cultural Representation in geography, art, history
- Mums Night Off, Boxercise, Mother and Baby Group
- Military Child Week
- Service employer



ALEXANDER FIRST SCHOOL

FREE PARENT, BABY & TODDLER GROUP

IN COLLABORATION WITH THE COLDSTREAM GUARDS, ALEXANDER FIRST SCHOOL IS PROUD TO OFFER A WEEKLY PARENT, BABY & TODDLER GROUP TO OUR MILITARY FAMILIES.

- Messy play
- Support
- Snacks
- Games
- Music
- Crafts

Join us for a series of weekly activities and events to support infant development and for parents to connect.

EVERY TUESDAY 8.30AM-10.00AM

SESSIONS LED BY SAMANTHA BIRNWOOD
SAM IS A REGISTERED CHILD MINDER AND NURTURE PRACTITIONER WITH A DEGREE IN EMOTIONAL/BEHAVIOUR SUPPORT. SHE HAS OVER 21 YEARS OF EXPERIENCE SUPPORTING INDIVIDUALS AND FAMILIES AND 3 SUCCESSFUL/OUTSTANDING OFSTED GRADINGS.

ALEXANDER FIRST SCHOOL
Kennealy, Oakley Green, Windsor SL4 4XP
01753 852894



<p>6. Riding the ponies.</p> <p>Learning to mount and dismount, put feet in the stirrups and hold reins.</p> <p>Learning how to choose the correct riding hat.</p>	<ul style="list-style-type: none"> • saddle • bridle • reins • stirrups • riding hat • mount • dismount 	<p>Drum Horses, Dyfed Shire Horse Farm</p> <p>Many of the drum horses come from a farm in Pembrokeshire (Dyfed Shire Horse Farm). The duties of drum horses can often be overwhelming to those not suited for the role.</p> <p>Temperament is absolutely everything because they have to do everything in walk, they have to carry the drums, they have to be ridden off side reins, they're in the middle of a band on parade or at the front of a banding parade. They'll have footguards around them, large crowds around them and they're a centerpiece as well, so a lot of the work they do are on their own which is a big ask for a herd animal. Therefore, drum horses absolutely have to have the right character to stand there and be confident on their own.</p> <p>Focus discussions on confidence in one's self and our individual capabilities.</p>		<p>Prosocial behaviour</p> <p>Peer Problems</p>	<p>Self-limiting features</p> <p>Unsupported development</p>
<p>7. Introduction of a new pony-three ponies in all.</p> <p>Grooming, feeding, leading using the skills learnt.</p> <p>Talk about the colour names of the ponies.</p>	<ul style="list-style-type: none"> • bay • dun • chestnut • black • grey • speckled 	<p>Cavalry Blacks</p> <p>The horses of the Household Cavalry are known as Cavalry Blacks. 'Cavalry Blacks' refers to black horses that meet specific height, shape or structure requirements, rather than a distinct breed line to our school population- all individuals who are formed as a unit by bonding together. Cavalry Blacks are often Irish Draughts. Historically members of the regiment were required to purchase their own horse(s) and this practice for officers continued up until the Second World War.</p> <p>Each horse is trained for between eight to 10 months at the Household Cavalry Training Wing in Windsor and Hyde Park Barracks in London, which involves the horses being regularly ridden on the streets of the capital to get them used to loud noises and heavy traffic.</p> <p>In addition, special training is given for the horses to be used to noises, like the gun salutes and regimental bands, and they need to be comfortable in a procession, with noises coming from behind them.</p> <p>Focus discussions on community and coming together as a team at AFS.</p>		<p>Conduct Problems</p> <p>Emotional symptoms</p>	<p>Internalisation of controls</p> <p>Undeveloped behaviour</p>
<p>8. Meet and greet the three ponies.</p> <p>Learning how to lead ponies around an obstacle course.</p> <p>Learn how to walk the course and do the obstacle course on your own.</p>	<ul style="list-style-type: none"> • walk • trot • jump • halter • rest • shade • young • old • obstacle 	<p>Building bonds between horse and soldier.</p> <p>Horses have very sensitive skin and the mud can get deeply fixed. The only way to remove it without causing irritation is with a gradual repair process of gentle grooming and washing, day after day. It's demanding work, but pays off because the close contact over many hours helps to rebuild the bonds between horses and soldiers essential for delivering the complex ceremonial parades to come.</p> <p>It takes patience, time and care to get these incredible animals back to the exceptional</p>		<p>Hyperactivity</p> <p>Emotional symptoms</p>	<p>Undeveloped behaviour</p> <p>Unsupported development</p>

Alexander First School

Want a fun way to get fit?
Come & join our

FREE BOXERCISE CLASS

Every Thursday 9am-10am

In collaboration with the Coldstream Guards, Alexander First School is proud to offer a weekly boxercise class to our military parents.

ALEXANDER FIRST SCHOOL
Kennealy, Oakley Green,
Windsor SL4 4XP
01753 852894

SESSIONS LED BY COACH JAMES BOGUS OVER 8 YEARS IN LEADING SPORTS AND FITNESS ACTIVITIES.

FREE CHILDCARE FOR THE DURATION OF THE CLASS



Thriviving Lives Toolkit Online Survey Tool

An Introduction

Using the TLT Survey Tool to:

- ❖ Develop a deeper understanding to inform work with Service children and families.
- ❖ Respond proactively to the needs and opportunities of Service children, including mitigating the impacts of mobility and deployment.
- ❖ Evaluate progress in implementing the Thriving Lives Toolkit.
- ❖ Enhance delivery against the seven principles of effective support outlined in the Toolkit.

Background



School Feedback

Requests for support to ensure that children and young people from Armed Forces families are heard and feel heard

Linked to Principles 5 & 6 of the Thriving Lives Toolkit



Evidence Base

The SCiP Alliance identified a need for stronger evidence to enhance understanding of the lives of children and young people from Armed Forces families

Aims of the Online Survey Tool



Heard and Engaged

Principle 5

Children are heard

Principle 6

Parents are engaged



Support for Schools

Direct support for
principles 5 & 6

Insight to inform work
relating to principles 2-4



Evidence Base

Opportunity for the SCiP Alliance
to build an evidence base to
enhance understanding and
inform future priorities

Key Features



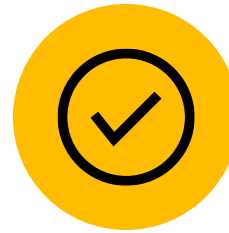
Customisable

Schools can add logo and adjust terms used



Evidence-Based

Question sets based on existing insight, including research underpinning the Thriving Lives Toolkit



Flexible

Question sets can be selected to match current priorities, with option to explore bespoke topic



Ethical

Development process included an independent ethical review

Key Elements



Question Types

Mostly quantitative
'response scale' questions



Data Sharing Control

Schools can opt-out of data aggregation, with participants also able to opt-out individually



Reporting

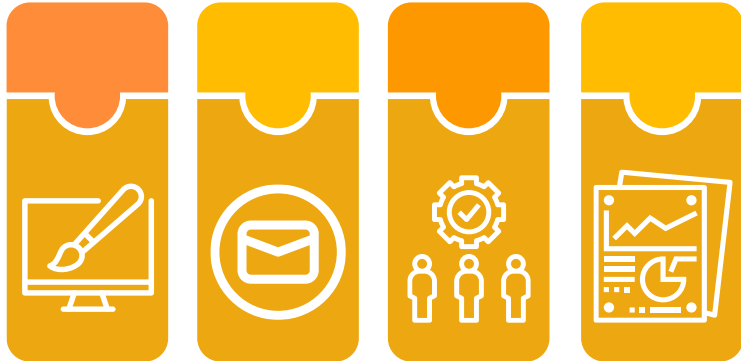
Automatic collation of responses



Ethical Safeguards

- Responses are anonymous
- Only quantitative responses are aggregated
- Data is suppressed where response numbers are low

Online Survey Tool



Design survey

Create a customised survey using a choice of three question banks

Distribute survey via email or paper

Create an email list for direct online completion

There is also an option for generating paper surveys and manually entering responses

Manage responses

Send follow-ups to those yet to respond

Generate a collated report

Quantitative questions show simple descriptive statistics

Qualitative questions are reproduced verbatim

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- ❖ Evaluate progress in implementing the Thriving Lives Toolkit.
- ❖ Enhance delivery against the seven principles of effective support outlined in the Toolkit.

Thank you

Thank you for attending our online webinar. We appreciate your participation and hope you found it valuable.

To help us improve future sessions, please take a moment to complete the [evaluation form](#).

Your feedback is greatly appreciated.

